

URA

RESOURCE COLLECTION

OFFICE
OF CAREER
DEVELOPMENT

COMMUNITY
HEALTH WORKER

Interim Progress Report

Spring 1973

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PROJECT STAFF

Elaine Hutton, Director
Barbara LaRoque, Health Science Counselor

1507 University Avenue S.E.
373-3491

INTRODUCTION

The Community Health Worker (CHW) project, funded by the Health Manpower Development Program of the National Urban Coalition, was initiated in January of 1973 to develop and demonstrate a model work/study program for community health workers in neighborhood health facilities by means of the following features:

1. An interdisciplinary curriculum to encompass both patient care skills and patient advocacy, to fill the pressing need of health center staff for comprehensive training to meet in more responsive ways the community's health care needs.
2. An integrated work/study program with credits for field work experience, to advance the students toward a recognized credential in a health career, from a 45 credit certificate to an AA degree, and beyond.
3. The use of the program as a vehicle for effecting joint communication and program efforts among professional health center staff and residents, among separate neighborhood health centers, and between various health centers and University resources.

The program also includes an evaluation of the educational component, and of the project's impact on increasing quantity and improving quality of health care services in neighborhood health centers (this latter to be carried out in the second program year).

This interim report details the program activities in the first 6 months, including demographic information on participants, curriculum development, career development, impact of the project and evaluation. Of particular interest are the linkages which have been effected, both within and without the University:

1. University. An interdisciplinary Advisory Committee has guided the curriculum development and the credentialing for the CHW at the AA level. Input from the General College, Public Health, Allied Health Sciences, School of Social Work, Minnesota Resource Center for Undergraduate Social Work Education, existing neighborhood health centers, and Junior Colleges has been sought and was freely given. The Community Health Worker is now listed among the Occupational Program offerings of the General College.

Skill acquisition has been sought by our students from the Voc-Tech Schools and the Junior Colleges. It has been gained in conjunction with university course work and health center involvement. Students are currently studying in the following specific health skill areas:

<u>Career</u>	<u># of students</u>
Registered Nurse	13
Bachelor of Applied Studies (BAS)	1
Medical Doctor	2
Lab Tech	4
Medical Care Administrator	1
Special ED	2
Community Health Worker	4
Community Health Organizer	1
Clinic Secretary	1
Reg. Occupational Therapy Assistant	1

In early February a seminar was convened around the communications sequence designed by Professor Hansen of General College. The Metropolitan area Junior Colleges were invited to observe and participate with Professor Hansen so that they might use the content and style of her course. Curriculum materials for a CHW's use of Advocacy as an approach to the helping process were developed in cooperation with the Minnesota Resource Center. Case studies drawn from Neighborhood Health Centers were the basis for the Curriculum design. A course on Advocacy in the Community Health Center will be offered CHW students in the second year. Methods and content of course work with this emphasis have been shared with General College, the Office of Health Sciences, Department of Public Health at the University, and with other educational institutions in the Metro area who participated in the design of the coursework.

Our goal is to share in the design of core curricula for pre health science students on an area wide basis. Toward that end a series of seminars in cooperation with the Minnesota Resource Center have been initiated primarily for the Jr. College system, units within the University and representatives of various community based health facilities, all of whom participate in the curriculum developments of this project. The School of Public Health has advised this staff that participants from the CHW program (baccalaureate level) may apply to the School and expect favorable consideration. This is relating to the University's desire to respond to Community needs.

2. Community. Our students have given the program high visibility.

They are actively involved with the Hennepin County Health Coalition, the free clinic consortium, the coalition of neighborhood health centers and the Metropolitan Medical Complex.

Special focus of this program was the recruiting of Vietnam Veterans, particularly ex-medics, into health careers. Through our continuing ties with Project Breakthrough we were put in touch with Operation Medhac which led us to the recruitment of two ex-medics. With one additional Vietnam Veteran among our participants, the program has a total of 3 veterans. Of these three, one is pursuing an RN. The other two are Public Health Officers in the public schools--one has been accepted into the physicians assistants program at St. Cloud and the other is tentatively planning to apply.

The staffs of some of the neighborhood health centers have been featured in the Minneapolis Star and Tribune. For a complete list of clinic affiliations see the appendix.

The staff of the program serves on many committees within and without the University. Consultation is freely provided by the staff to the neighborhood health centers as well as other health providers.

We have entered negotiations with Ms. Lorraine Hale, Consumer Program Director of the Urban League, to present a course on Consumer rights and responsibility; how to effectively serve on an advisory board, and uses of community resources.

Three students from the Community University Health Care Center, which provides primary care for the Indian community, have participated in this program enlarging the scope of health care services to this

long neglected groups. Pilot Center which primarily serves the North Side community has two participants. Fremont, Beltrami, Face to Face, Southside, Helping Hand, Cedar Riverside, Model Cities at both Mpls. and St. Paul have also participated in the various phases of project planning and implementation.

3. Financial. Hennepin and Ramsey County WIN programs, New Careers, COP, GI Bill, PSC and the University Regents' Scholarships are all sources that have been tapped for funding. Without these auxilliary funding sources we would not have been able to provide training and work opportunity for the number of students served by the project.

4. Special Features.

-The Public Health Officer in the Mpls. Public School--these are returned medics from Vietnam who prior to entering the project had sought a health-related career without success. They work in association with the school nurse and teachers, performing primarily counseling functions for inner city students at elementary and secondary levels, and lecturing on VD to students. They have also done VD counseling. One is assigned to a school for disturbed children where a male image is considered especially important.

-Consultation with the Indian Health Board, which will have 30 Community Health Workers by June 30, for the design of a training program for their students, as well as providing some of them access to the courses provided for our students. These staff members are being prepared to staff an Indian Health Center which is in the planning stage.

-Three graduate students from the Health Education department in the

School of Public Health, were assigned to this project during the planning and implementation phase. They developed materials that are in widespread use throughout the neighborhood clinics. (See Appendix). Other interested programs have used these manuals--Project Breakthrough, UMCA, Public Service Careers, Council for Health Interdisciplinary Programs plus each of our participants.

The report following documents in detail the participation, curriculum development and community impact of the CHW project through the first 6 months of program operation.

REPORT ON THE CHW PROJECT 1/1/73 - 6/30/73

1. Identification of Participants

During the first year of the project the demographic profile of enrollees is as follows:

Sex: 9 Males	Race: 16 White	Age Range: 19-52
23 Females	12 Black	
32 Total	2 Spanish-American	# of Dependents: 0-6
	2 Indian	
	32 Total	

Enrollees work in 21 clinics or health centers in the metropolitan area. They have had financial support for their education from HMDP, plus WIN, GI Bill, PSC Program, New Careers, U of M Regents' Scholarship.

*During the second year, 18 students are being recommended for support on the Community Health Worker budget (the remaining 12 students will be supported by WIN (5), GI Bill (2), New Careers (4), own funds (1), transfer to other career programs (2).

2. Curriculum Development, Credentialing and Counseling plus University Resources (see appendix for Curriculum materials available upon request) Curriculum in the first year has included:

- a. Patient Skills: Seminar in Patient Care Skills, Elaine Hutton, Director, Community Health Worker Project, Office of Career Development and Barbara LaRoque, Health Sciences Officer, Community Health Worker Project, Office of Career Development. (non-credit)

Multimedia First Aid, Moreen Reinfeld, Instructor, Anoka Technical School. (non-credit)

- b. Work Experience Credits: General College awards from 2-6 credits per quarter for the work experience of the student, depending on how well the student met the objectives undertaken in his "work contract", as evaluated by the project Counselor Barbara LaRoque and Health Center supervisors.

- c. Core Courses:

Summer Sessions I and II, 1972: The Neighborhood and its Health Needs,

*Proposed activities for the second year.

Socio-economic data in health care,
 Elaine Hutton, Director, Community Health
 Worker Project, Office of Career
 Development and Barbara LaRoque, Health
 Sciences Officer, Community Health Worker
 Project, Office of Career Development
 (5 credits)

Fall Quarter, 1972: Communications for Community Health Workers,
 Evelyn Hansen, Assistant Professor, Literature,
 Communication, & Philosophy Division of General
 College. (5 credits)

Winter Quarter, 1973: The Helping Process for Community Health Workers:
 The advocacy concept plus traditional helping
 skills, James Wiebler, Instructor, School of
 Social Work. (4 credits)

Spring Quarter, 1973: Science in Context: Personal, environmental health,
 Lorraine Matusak, Assistant Professor, Natural
 Science and Mathematics Division of General
 College. (5 credits)

Clinic Management (A seminar for Clinic Coordina-
 tors), James Lawson, Instructor, Family Practice.
 (non-credit) (See p. Special Courses below).

*Summer Session I, 1973: Health Care as a Right (including training for
 being a health board member, parliamentary
 procedure, role playing, and other valuable
 tools), Lorraine Hale, Minneapolis Urban
 League. (5 credits)

- d. General Education Coursework and Credentialing: Students have enrolled
 in other general education courses in the General College of the
 University, amassing credits at their own rate toward the AA degree
 (these included courses in math, language skills, social and biological
 sciences, and humanities).

*Students earning 45 credits can receive a general education certificate
 from the General College. They can receive a Community Health Worker
 Certificate from the General College only when they have earned the 90
 credits for the AA degree. Since one of the students will have earned
 their AA degree by the end of the first year, this is a compelling
 reason for a second year's funding. The General College has listed
 the Community Health Worker Certificate in its Occupational Programs
 catalog, as part of its Extended Programs from 2-4 years.

The AA degree leads to the BA, BA or BAS (Bachelor of Applied Studies
 available from the General College, incorporating such work/study
 programs as the Community Health Worker). The College gives 90 credits
 for an RN diploma; with 100 credits additional the BAS degree is awarded.

- e. Reference Manuals: Three Public Health graduate students produced the following materials:

Community Resource Manual - Katie Gruenberg
 Drug Abuse Manual - Bob Whitaker
 Curriculum Materials for Advocacy - Dana Jordan

*f. Specific Health Care Skills Training

*As part of the degree program the staff has negotiated with the General College to accept credits earned at other institutions toward the AA and BAS degrees. For the second year, CHW students have been accepted into the following institutions for their health career specialities:

<u>Specialty</u>	<u>Facility</u>	<u># of students</u>
Chemical Dependency	Metropolitan Jr. College	1
Psychiatric Technician	Anoka Technical School	1
Lab Technician	Medical Institute of Minnesota	Under discussi
Nursing (2 years)	St. Mary's Jr. College	5
Nursing (2 years)	Metropolitan Jr. College	2

g. Special Courses

1) Elaine Hutton, the Project Director, taught a course in Winter Qtr. for the School of Public Health, "Introduction to Health Delivery Systems", for pre-health science students interested in careers in medicine, dentistry, nursing, etc. This course included a focus on neighborhood health centers. The Director has also given guest lectures in the School of Dentistry, Living-Learning Center, & School of Public Health at the University.

2) To strengthen the administrative capabilities of the resident staffs of neighborhood health centers, 3 sessions of a Clinic Management Seminar were held for 25 participants representing 18 clinics. Materials prepared for this seminar--Responsibility, Accountability, and Personnel Procedures--will be distributed to appropriate higher education and community agencies.

*h. Tutoring

The staff has arranged with the office of Opportunities in Health for Minority Students at the University to use their Study Skills Counselor for the CHW students who need remedial and tutorial assistance.

3. Career Development

- a. Health Career counseling and a variety of trainee experiences have been offered in the first year, with the cooperation of the health center staffs. As noted in the previous section, the staff has developed a variety of options, in work/study model, to provide the students with advocacy and health care skills plus a general education background leading to a recognized certificate and degree programs.

- *b. In the second year staff time will be directed to more intensive negotiations with the health centers to develop career ladders based on task analysis, the work/study components of the program, and the credentialing achieved by participants. Concurrent with the development of the career ladder will be an incremental salary scale.

*c. Negotiations are proceeding with the Metropolitan Medical Complex, which has administrative control over the Hennepin County Health Coalitions, to develop 5 slots from Resident Planners. These slots will be filled by our present students. Their tasks will include:

- 1) Organize community residents and providers to do an indepth study of community needs and make recommendations for primary health care facilities.
- 2) Act as interface between the complex and the Community - as well as the providers and the Community.

Coursework directed to the research and community organization skills required for these tasks will be offered in a special seminar.

4. Impact of the Project (See Appendix for list of participating health centers)

a. The impact of this project on the University has been referred to in preceeding sections:

- 1) 32 low income, minority students have been enrolled in interdisciplinary coursework, which has focused the attention of a number of departments (Public Health, Social Work, General College, and Health Sciences, as well as counseling and study skills centers) on the burgeoning neighborhood health center movement, and particularly on the new career developments related to this movement.
- 2) The project staff has participated in curriculum development and creation of a new occupational program and credential. In addition, they have talked to a -road range of pre- and regular health science students to familiarize them with the new developments in the delivery of health care services.

b. The impact on the Community has been far reaching for the short life of the project:

- 1) The community clinics within the Twin Cities have formed a consortium comprised of 13 member clinics. The Community Health Worker program has 6 participants on the consortium board. Two of the 6 are clinic coordinators with overall responsibility for the clinic and 4 with coordination roles for designated areas within the clinic structure, i.e. volunteers, facility, patient advocates.
- 2) This program has evolved as the communications mechanism for all the neighborhood clinics in the area, serving as liason and information resource between staff, students, faculty in the health care field.
- 3) Staff and students are active participants in the decision making bodies related to health care in the Twin Cities Area: The staff serves on the following boards and committees:

Metropolitan Council's Community Health Advisory Committee
 Sub committee on certificate of need
 Project Breakthrough
 Hennepin County Health Coalition
 Operation MEDHIC
 Opportunities for Minorities in Health

In addition the staff has provided 300 hours of consultation time to neighborhood health centers and other health providers.

*5. Evaluation

The medical sociologist who had been engaged in the planning stage to evaluate the project left the city before formally undertaking the position of evaluator. Therefore, evaluation of the curriculum during the first year has been conducted by the staff in conjunction with other University faculty and the University's Measurement Center. Each of the participating health centers has conducted its own evaluation of the student's contribution to improving the quality and increasing the quantity of care. This data will be evaluated in the second year by an outside researcher. Discussions are now underway with the Measurement Center and the Departments of Social Work and Social Psychology to secure a project evaluator from the second year's budget. The evaluation will also include an assessment of the tasks and responsibilities undertaken by the health center workers at differing points on a continuum, i.e. at 6 months, 9 months, 12 months and the completion of the program.

*Proposed activities for the second year.

APPENDIX A

CLINIC AFFILIATIONS

Beltrami and Northeast Community

Cedar Riverside Peoples Center

Community University Health Care Center

Dental School

Face to Face

Family Drop in Center

Fremont Clinic

Head Start

Helping Hand

Hennepin County General

Martin Luther King Clinic

Minneapolis Public Schools

Northside Peoples Center

Pilot City Health Center

Plymouth Avenue Medical Center

Ramsey County Day Care Center

St. Mary's Hospital

Smiley's Point

Southside Medical Center

Stillwater Community Organization

University of Minnesota

APPENDIX B

CURRICULUM MATERIALS AVAILABLE

Tentative Curriculum Outline

Advocacy Outline

Advocacy Annotated Bibliography

- 8 case illustrations for advocacy

Clinic Seminar Information

- 1. Responsibility
- 2. Accountability
- 3. Personnel Procedures

A Drug Manual for Community Health Workers

The Helping Process

- 1. Excerpts from a heretics notebook

Patient Care Skills Course Outline

A Resource Guide for Community Health Workers

Syllabus--Communication

Communication for Community Health Workers